DOCUMENT RESUME

ED 231 582   RC 014 188

AUTHOR   Ware, Ronnie J.
TITLE   Use of Computer Instruction in Rural Schools to
                Increase Curriculum Opportunities for the College
                Bound Student. ESEA Title IV-C Project Report.
INSTITUTION   Choctaw County School District, Ackerman, MS.
SPONS AGENCY   Department of Education, Washington, DC.
PUB DATE   Jul 83
NOTE   28p.
PUB TYPE   Reports - Descriptive (141)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   College Bound Students; *Computer Assisted
                Instruction; *Computer Programs; *Curriculum
                Enrichment; *Equipment Standards; French; German;
                *Microcomputers; Physics; *Rural Schools; Science
                Instruction; Secondary Education; Second Language
                Instruction
IDENTIFIERS   *Choctaw County School District MS

ABSTRACT
                In an effort to increase curriculum opportunities in
a rural school district, a computer project was implemented involving
grade 9-12 students chosen on the basis of national percentile
scores, IQ, and desire to attend college. The project offered,
through programmed computer instruction, physics, French I and II,
and German I. One proctor was hired to administer the program. Each
student was presented with a program to complete for credit (only 2
of the 18 credits required for graduation could be acquired through a
computer course). During the summer of 1982 extensive study was done
to determine the type and size of microcomputers to be used. It was
found that much of the software needed to implement the program could
be used only on certain types of computers. Thus, availability of
software determined purchase of the six computers (three Comodore
Pets, two TRS-80s, and one Apple II--all 48K). Due to the type of
program implemented, statistical analysis on the success can be
measured only by its continuance. This program will continue to
operate in the school in which it was implemented and and will be
expanded to another school in the county for the 1983-84 school year.
The program budget, equipment, and a list of all software purchased)
(or developed by the proctor) are provided. (AH)

USE OF COMPUTER INSTRUCTION IN RURAL SCHOOLS TO INCREASE

CURRICULUM OPPORTUNITIES FOR THE COLLEGE BOUND STUDENT

ESEA Title IV-C
Project Report

Ronnie J. Ware

Choctaw County School District
Ackerman, Mississippi 39735

July 1983

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A. Choctaw County School District
    Ty A. Cobb, Superintendent
    P. O. Drawer 398
    Project Year 1982-83
    Funded by ESEA Title IV-C

    The Choctaw County School District implemented a computer project
    at Ackerman High School which involved grades 9-12. This group
    was selected based on national percentile scores, IQ, and desire
    to attend college.

    The project offered, through programmed computer instruction,
    Physics, French I and II, and German I. One proctor with a
    liberal arts degree, with background in science, math and foreign
    languages was hired. Each student was presented with a program to
    complete for credit. The courses offered were qualified as electives
    to the present curriculum. Choctaw County requires 18 credits for
    graduation and courses taken by computer can account for 2 credits
    toward graduation.

B. Needs

    Because of the limited instructional areas that are offered in the
    instructional program of rural schools, often, the student fails
    to pursue those areas of study he enjoys due to the lack of
    sufficient background before entering college. Through this project
    we were able to establish and implement a program to meet these
    needs of students. Without this approach the system would not have
    been able to hire teachers to offer these areas of instruction.

C. Objectives

    The district proposed to develop and adapt an instructional
    program based on computer programmed instruction. This program was
    to be offered to increase the curriculum opportunities in which
    students could participate.

    The district proposed to develop this program to supplement the
    now existing curriculum. This program was adopted at Ackerman
    for 1983-84 school year and has been expanded to Weir High School
    for the 1983-84 school year.

    The project proposed to provide one proctor. This proctor will be
    used again for the 1983-84 school year at both Ackerman and Weir
    High School.

    The project also proposed to provide inservice training and to
    develop a sound research design. The evaluation design will be
    ongoing.

    The only segment of the project not offered was Calculus. This
    was due to students not having a substantial math background.
    Though this segment will be offered during the 1984-85 school
    year as advanced math.

D. Activities and Procedures

The Choctaw County School System was approved to begin a Title
IV-C project in the spring of 1982. But, due to the limited
time to begin the project it was felt that it should begin in
the fall of 1982.

During the summer of 1982 extensive study was done to determine
the type and size of microcomputers to be used. It was found
that much of the software needed to implement the program could
be used on only certain type of computers. Thus it was required
that we purchase computers based upon the availability of soft-
ware. The system purchased 3 Commodore Pet, 2 TRS-80 and 1 Apple
II computer. All machines were 48K.

During this time applications were taken for the Proctor position.
The system hired Frances Coleman who had a PhD to serve as proctor.
She had a background in math, science and foreign language and
had extensive work and study abroad.

Physics, French I and II, and German were taught during a five-
period day. Classes were mixed in that students were scheduled
for their convenience without regard to the mixture in the
computer classroom at any given time. Students were expected to
work on their assignments for their subject during the class period.
Since students tend to learn from each other, they were allowed to
discuss the assignments. Commercial materials available with which
to work included the computers, audio language tapes and filmstrips.

Physics

In physics we had available more computer and audio-visual material
than in the languages. The activities of the physics students
included working through tutorial and drill programs on the
computers, looking at filmstrips which were chosen to illustrate
concepts that they were studying, and working assigned problems
with which they might need help. They had one to three tests per
chapter in the book, and had a "big" test after approximately
every two chapters. All test were computer-generated from the
T.E.S.T. program into which the proctor had put banks of questions.
The students were also required to perform and write up experiments.
During this time Dr. Gordon Jones, Physics professor at MSU, visited
and answered questions from the students.

French I

There were only two computer programs available to these students:
a vocabulary drill and test program and a test and drill program
on grammar using the T.E.S.T. program. The vocabulary program
written by the proctor was the most widely used by the students. It
was available for both the Pet and TRS-80, and presently being
completed to be used on the Apple. The vocabulary for each lesson
was listed separately. Using a given lesson's vocabulary, the
student could drill and test themselves on the computers from French

to English or from English to French. The book used provided a large vocabulary. The other program which was used was drill or test on a test bank of questions on grammar from each chapter..

Other activities included the proctor reading the vocabularies of new lessons while the students repeated them; reading and translating from the lessons; conversations in French; having students listen to tapes from the lessons; and two visits during the year from Dr. Kitty Robbins, Professor of French at MSU, who introduced the students to some French music and showed slides of Paris.

French II

Students in French II came from students who had taken French I in each of the two preceding years. Since they were all at different stages of learning, it was decided to start them all at the first of the French I book.

The activities of the French II students were in general the same as those of the French I students except during their study of the first half of the French I book, they proceeded at their own pace and took computer-generated tests.

German I

These students had available for the computers the vocabulary program and the grammar drill and test program mentioned for French students; but they also had two commercial grammar programs.

In addition to the audio tapes which went with the textbook, these students also had cultural audio tapes loaned by Dr. Ben Blaney, Professor of German at MSU, and tapes of the pronunciation of each vocabulary by Dr. Blaney. He also visited the class about once a month with programs on culture, sights and customs.

How It Was Taught

In each course it was decided that that course would have to be set-up to follow a text book. Even in physics, which has more computer software available then do the languages, the software does not have the continuity necessary for a complete course. At best, the computer material, like the audio-visual material, serves to amplify and clarify the material offered in more complete and coherent courses; so the students need a book to hold and to read.

Another decision made for all the courses was that an attempt would be made to complete each book. In physics, for example, it was decided that at the high school level it was more important for each student to make a comprehensive survey of physics, becoming acquainted with concepts and vocabulary as well as learning to work relatively simple problems, than to go into great depth and rigorous mathematical treatment of only a few parts of the study of physics. In the languages, after some consultation with college teachers, it was decided to try to finish the book so that, the students would at least be acquainted with the gramatical concepts expected of them when they enter college language courses.

Since the students were to work on their own, and the classes were a
mix of several courses in a classroom, this was no effort to make
journal lectures. The proctor was there to help and on occasion had
to make lectures where problems arose.

Changes to occur next year will be to work out for each course a
schedule of lectures, also, objectives for each chapter will be given
to students at the start of each chapter rather than all together
at the beginning of a semester.

Physics

Starting with the textbook a list of filmstrips, each computer program
and each piece of extra reading were provided. All of this material
was listed, along with the problems to be done for the chapter, on a
form which showed how much the student needed to do for a "C", "B",
or "A" for the course. A copy of this form is included. The student
kept one copy of this form and the proctor the other. The student
told the proctor which grade they were trying to earn. As the student
finished the work on his form, he marked it off on both copies. Each
student was also given a list of the objectives for each chapter
showing item which objectives would be covered on each test. When the
student was prepared he took the required test. If he did not make
the grade he felt he should make then he could take another test from
the same test bank. Since the tests were in the computer, they could
have another test within seconds. Also, the proctor kept a calendar
to show by which date they should finish each chapter in order to finish
the book.

A problem did exist which involved experiments. The students did well
on those done from scratch, but did not enjoy those on the computer.
Next year we will do only a few ourselves, and the proctor will perform
or have video tapes of some demonstrations.

French I

At the beginning of each semester in French I, the student was given
a list of the objectives, by Chapter, to be covered that semester.
Two major tests were given for each chapter, one grammar and one
vocabulary. All grammar test were not on computers. The vocabulary
tests consisted of twenty random words, ten from English to French and
ten from French to English, which were computer generated. A notebook
was required of each student from the exercises in the book. Assign-
ments were placed on the bulletin board and, in keeping with the
philosophy that the student in this course was learning on his own, the
ultimate responsibility for knowing the homework rested with the student.

As each chapter was started the proctor pronounced the vocabulary for
the students, they were then encouraged to listen to the whole tape on
that chapter. Next year these session will be broken down to short
listening sessions.

French II

French II was very much like French I.

German I

This was basically like French I except that the students were allowed more freedom to set their own pace as long as they finished a chapter about every two weeks. Since the proctor did not feel as comfortable in German as in French, she used the vocabulary tapes made by Dr. Blaney in pronouncing the words for the students.

Instructional Material

Physics

Physics: Principles and Problems by James T. Murphy and Robert C. Smoot, Merrill Publishing Company, 1977. This book was chosen because of its simplicity. It has many problems to work, but does not go into the rigorous mathematics of some of the books. It presents concepts in simple and interesting form.

There was some material not fully covered in this book. These areas included angular velocity, acceleration and momentum; friction; sound; simple machines and electronics.

French I and II

French Today I & II by Simone Oudot and Raymond Hunt, Houghton Mifflin 1982. These were selected because of the good audio tapes, are continous in scope, list objectives for each chapter in the teachers edition, have clear explanations, and are very careful to use only words and grammatical structure which have already been presented.

German I

German Today I, Jock Moeller, Houghton Mifflin Company. This book is similar to the French I and was chosen for the same reasons.

Audio-Visual Materials.

There is a list included of filmstrips and sound filmstrips. Also, a list of all materials were used in the program.

Accomplishments

Students in physics were taken to the physics competition at MSU where one won an honorable mention, and the average of the whole class was two points above the average of all the students in the competition. The language students were taken to the Foreign Language Fair at JSU where six students won first or second place in six different competitions.

E. Due to the type of program that we implemented, as stated in the project, we found that it would be hard to do a statistical analysis on the success of the program. The success of the program is measured by its continuance. The program will continue to operate in the school it was implemented and will be expanded to another school in the county for the 1983-84 school year.

Instructor

The person hired to act as proctor for the project was Frances Coleman, who holds a Ph.D. in Biophysics. We were fortunate in that she lived in our county and had the expertise to run the program. Dr. Coleman has an educational background in science, math, and the languages. Having spent time abroad in her studies, she had a broad background with the languages.

Dr. Coleman also had worked with grogramming and was able to write several programs for the project. At the present time she is writing programs to be used for the 1983-84 school year.

F. See Attached for Budget Summary.

Equipment Purchased

    3 -- Commodore Pets   48K

    2 - TRS-80 Model III   48K

    1 - Apple   48K

We found that in the equipment line of micro computers that more software was available for the Apple & TRS-80. Due to this, we will purchase additional Apple & TRS-80 machines to be used in the other schools.

A list of all software purchased and those developed by Dr. Coleman are included.

PART C, EDUCATIONAL INNOVATION

FISCAL DATA
A. Proposed Budget Summary
   ·Enter the estimated amounts in the appropriate spaces

BUDGET SUMMARY

Line	Functional Categories	Account Number		Amount Budgeted
		Function	Code	
1	INDIRECT COST	XXXXX	XXXXX	
2	SALARIES	1000	100	$13,875.00
3	Professional		111	
4	Clerical		112	
5	Aides		113	
6	In-Service or Overtime		130	
7	EMPLOYEE BENEFITS	2500	200	
8	Social Security		210	930.00
9	Retirement		220	1214.00
10	Unemployment Insurance		250	120.00
11	PURCHASED SERVICES	2000	300	
12	Consultants		312	
13	Data Processing		316	
14	Utilities		321	
15	Pupil Transportation		331	
16	Travel		332	159.00
17				
18	SUPPLIES	2000	400	
19	Supplies and Materials		410	5751.00
20	Periodicals		440	
21				
22				
23	CAPITAL OUTLAY	2000	500	12,951.00
24	Equipment		541	
25	Remodeling Other ($2000 Limit)		590	
26				

COMPUTER MATERIALS:

Those materials which we bought on tape I have put on disks since it is easier and quicker for the students this way.

PHYSICS

The physics materials that we bought were generally usable and helpful although the laboratory simulations did not make good experiments. I have included a list of the computer material used, and these comments refer to that list.

#1 Physics Tutorial Study Units. These are useful to the students since they do explain as well as present problems.

#8 Redcomp Lab. These were good. "Components and Resultants" and "Inelastic Collisions" were among the most useful.

#9 The Scientific Method. This is a nice program although there is not much to it. The students like to watch the water actually boil.

#14 Pet Lab Simulations. These were good, but not to be used as experiments.

#15 Wave and Vibration Diskette and #18 Superposition. These are visual demonstrations of waves and are interesting.

#16 Average Speed and #17 Average Velocity. These are among the better programs and have a little humor which the students enjoyed.

#19 Data Analysis. These are interesting programs which will aid in handling data when we do more experiments. The programs would be even better if they printed out the graphs generated.

#21 Microphys I and #22 Microphys II. These are useful programs. They each have two parts: the first is tutorial and the second is a test using problems with randomly generated numbers. There are programs in vectors, projectiles, calorimetry, gas laws and optics which are called utility programs and which compute solutions for

data entered by the students.

FRENCH

The vocabulary drill program which I wrote seemed to be very helpful to the students in learning vocabulary. The only real drawback to the program is that I had to use symbols to indicate the various accents rather than actually have the letters with the proper accents. The students also were able to use the grammar questions from the T.E.S.T. program, but I anticipate using these even more next year, because I was just writing these questions as we went and the chapter that the students needed was not always available.

GERMAN

#7 German Tapes. We used a few of these, but I did not have time to get them completely correlated with the book so that we did not get full use from them. Also, it is going to be impossible to correlate some of these programs. For example, B. "Nouns and Their Articles," involves writing the correct articles for hundreds of nouns chosen at random from a list. This might be good review for second year students, but there is no way that first year students will have studied all these nouns. It could be very discouraging.

Krell's Micro-Deutsch. This came in after school started and is not on the inventory sheet. It is a more complete program and is done in an attractive way, but I did not have time to fully correlate it with the book. I anticipate much more use from it next year.

The same vocabulary drill and test and grammar drill and test were available for the German students as for the French students.

GENERAL USE

#2 Classfile. This came on a tape for a 16K machine, and I have not been able to make it work on our machine.

#3 T.E.S.T. This has been one of the most useful programs that we bought. I have put it on a disk, and we use it for tests in every subject. It is very simple. Each test bank is only 35 questions. They can be completion, true-false, or multiple choice; but the answers can have only 20 characters or less. You can choose the number of questions—up to the number in that bank—and they are generated randomly either on the computer or printed, as you wish.

#4 Typing Tutor. This has been a favorite with the students. They say that it helps in their typing class. It does not show finger placement, but shows time, slow strokes, and number of errors.

#5 Simulated Computer. This is somewhat interesting, but we have not used it much this year. We might use it more next year in teaching computer programming.

#6 Plot. This is a good program. The students like to play with the "Guess the Rule" part.

#10 Tribbles. This game is relatively complicated, and we have not dedicated the time to it that it would take to play and enjoy it.

#11 Sentence Completion, #12 Vocabulary, and #13 Word Analogies. These are good programs, and the students will play with them even though they are not part of our program. One of the English teachers sent her best students for the week to the computer room to let them work with these programs.

#20 Newton. This game is also relatively complicated and was not often used.

COMPUTER MATERIALS INVENTORY

<u>TRS-80</u>

1. Physics Tutorial Study Units

   A. Dynamics
   B. Momentum
   C. Heat and Temperature

2. Classfile

   A. Classfile
   B. Class Roster

3. T.E.S.T.

   A. Test Maintenance
   B. Test and Drill

4. Typing Tutor

5. Simulated Computer

   A. Simulated Computer
   B. Computer-Doodle

6. Plot

   A. Plot a Graph
   B. Guess the Rule

7. German Tapes

   A. Conjugation of <u>sein</u> and <u>haben</u>
   B. Nouns and Their Articles
   C. Adjectives
   D. The Comparative and Superlatives of Some Common Adjectives
   E. Basic Verbs
   F. Practice on Strong and Irregular Verbs
   G. Adverbs and Conjunctions
   H. Personal Pronouns
   I. Possessive Pronouns
   J. Reflexive Pronouns
   K. Relative Pronouns
   L. Separable Prefixes with Strong Verb Parts
   M. Modal Auxiliary Verbs
   N. Separable Prefixes
   O. Dative Objects
   P. Reflexive Verbs
   Q. Prepositions
   R. Subordinating and Coordinating Conjunctions
   S. Strong and Weak Adjective Endings

8. REDCOMP Lab

   A. Inelastic Collisions
   B. Principles of Heat
   C. Temperature Solubility Lab
   D. Rotational Motion
   E. Components and Resultants
   F. Heat and Phase Changes
   G. Gauss's Law

<u>APPLE</u>

9. The Scientific Method

10. Tribbles

11. Sentence Completion

12. Vocabulary

13. Word Analogies

PET

14. Pet Lab Simulations

   A. Acceleration Due to Gravity
   B. Gravitational Potential Energy
   C. Momentum in Elastic Collisons
   D. Radioactivity-Half Life
   E. Millikan's Exp. I
   F. Millikan's Exp. II

15. Wave and Vibration Diskette

   A. Wave Demo
   B. Periodic Motion
   C. Waves in a Linear Medium--Introduction
   D. Waves in a Linear Medium--Superpostion
   E. Periodic Waves: Basic Concepts
   F. Periodic Waves: Interference and Standing

16. Average Speed

17. Average Velocity

18. Superposition

19. Data Analysis

   A. Plotagraph I
   B. Plotagraph II
   C. Tickertape

20. Newton

   A. I. Newton
   B. F.G. Newton

21. Microphys I

   A. PC1. Linear Kinematics
   B. PC2. Projectile Motion
   C. PC3. Momentum and Energy
   D. PC4. Energy and the Inclined Plane
   E. PC5. Inelastic Collisions
   F. PC6. Centripetal Force Analysis
   G. PC7. Pulley Systems
   H. PC8. Calorimetry
   I. PC9. Specific Heat Capacity
   J. PC10. Heat of Vaporization/Fusion
   K. PC301. Vector Analysis I
   L. PC302. Vector Analysis II
   M. PC305. Projectile Analysis-
   N. PC306. Calorimetry

22. Microphys II

   A. PC11. Specific Gas Laws
   B. PC12. General Gas Law
   C. PC13. Thermodynamics I

D. PC14. Thermodynamics II
E. PC15. Transverse Standing Waves
F. PC16. Longitudinal Standing Waves
G. PC17. Mirrors and Lenses
H. PC18. Refraction of Light
I. PC19. Series Circuit Analysis
J. PC20. Parallel Circuit Analysis
K. PC20A. Parallel Circuit Analysis (easier)
L. PC21. Series/Parallel Circuit Analysis
M. PC35. Electric Field Analysis
N. PC36. Photoelectric Effect
O. PC40. Total Internal Reflection
P. PC303. Gas Law Analysis - U
Q. PC304. Optics Analysis - U

AUDIO-VISUAL INVENTORY

AV1. The Atom (3 parts)

AV2. The Forces in Space

AV3. Uniform and Accelerated Motion

       A. Uniform Motion
       B. Accelerated Motion

AV4. The Special Theory of Relativity: A Simple Concept (2 parts)

AV5. General Relativity: A Theory of Gravity (5 parts)

AV6. The Concept that Shook Physics--Quantum Theory (2 parts)

AV7. Light: The Wave that Wasn't--Quantum Theory (4 parts)

AV8. The Atomic Bomb

AV9. Mechanics of Motion

       A. Circular Motion.
       B. Dynamics--Bodies in Motion
       C. Moments of Force and Torque
       D. Accelerated Motion Problems

AV10. Mechanics

       A. Simple Machines
       B. Laws of Motion
       C. Conservation of Momentum
       D. Vectors--Directed Quantities

AV11. Wave Motion

       A. The Science of Musical Instruments
       B. Wave Motions--A Key to Modern Science
       C. Electromagnetic Radiations
       D. Waves and Pulses

AV12. Electricity and Magnetism

       A. Force Fields
       B. Safe and Sure with Electricity
       C. How Batteries Work
       D. How AC and DC Motors Work
       E. Modern Theories of Magnetism
       F. Electric Fields.
       G. Alternating Current Circuits

AV13. Electronics

       A. How Color Television Works
       B. The Amazing Electron Microscope
       C. How Transistors Work
       D. The Versatile Oscilloscope
       E. Vaccuum Tubes

AV14. Heat and Temperature

       A. How We Measure Heat
       B. The New World of Low Temperature
       C. Heat and Temperature--Molecular Energy
       D. Heat and Work--Engines

AV15. Energy Transmission--Light and Sound

    A. Geometrical Optics
    B. Photoelectric Effects
    C. Vibrations and Sound Waves
    D. Photons and Electrons
    E. Masers and Lasers
    F. Doppler Effect

AV16. Atoms and Atomic Energy

    A. Radioactivity
    B. Using Atomic Energy for Electric Power
    C. What's in the Atom?
    D. What is a Neutron?
    E. Atomic Detectives
    F. Particle Accelerators
    G. Radiation Detection
    H. Elementary Particles and Quarks

COMPUTER MATERIALS

TRS-80

1. Physics Tutorial Study Units (6)   K-12 Micromedia Inc.
                                       P.C. Box 17
                                       Valley Cottage, N.Y. 10989
                                       (914) 358-2582

2. Classfile (1)   K-12 Micromedia

3. T.E.S.T. (1)   K-12 Micromedia

4. Typing Tutor (1)   K-12 Micromedia

5. Simulated Computer (6)   Selected Micromedia Software
                                       Opportunities for Learning, Inc.
                                       8950 Lurline Ave., Dept. J
                                       Chatsworth, California 91311
                                       (213) 341-2535

6. Plot (6)   Scholastic Microcomputer Inst. Materials
                                       Scholastic Inc.
                                       904 Sylvan Avenue
                                       Englewood Cliffs, New Jersey 07632

8. Redcomp Lab. (6)   K-12 Micromedia

APPLE

9. The Scientific Method   K-12 Micromedia

10. Tribbles   K-12 Micromedia

11. Sentence Completion   K-12 Micromedia

12. Vocabulary   K-12 Micromedia

13. Word Analogies   K-12 Micromedia

PET

14. Pet Lab Simulations (12)   Pasco Scientific
                                       1933 Republic Avenue
                                       San Leandro, California 94577

15. Wave Vibration Diskette (11)   Pasco Scientific

16. Average Speed (12)   Pasco Scientific

17. Average Velocity (12)   Pasco Scientific

18. Superposition (11)   Pasco Scientific

19. Data Analysis (12)   Pasco Scientific

20. Newton (13)   K-12 Micromedia

21. Microphys I (13)   Microphys Programs from
                                           Mississippi School Supply

22. Microphys II (14)   Mississippi School Supply

AUDIO-VISUAL

Science Software Systems, Inc.
11809 West Pico Boulevard
West Los Angeles, CA   90064

Experiments:

1. Project #3 of Chapter 2. Plot and write up using Plotagraph II.
2. PET—Acceleration due to Gravity
3. Project #1 or #2 of Chapter 8
4. Project #1 of Chapter 10
5. PET—Gravitational Potential Energy
6. PET—Linear Airtrack in Elastic Collisions
7. PET—Millikan I and II
8. PET—Radioactive Half-Life

Projects:

1. Project #2 of Chapter 4
.2. Project #1 of Chapter 5
3. Chapter 3: Show the derivation of: from:
$$\tfrac{2}{2}vt + \tfrac{1}{2} at^2 \qquad v=s/t$$
$$v_f = at \qquad a = \Delta v/t$$
$$s = v_f t/2 \qquad v = (v_0 + v_f)/2$$
$$s = \tfrac{1}{2}at$$
$$v^2 = 2as$$
4. #3 and #4 of Chapter 6
5. Derive $a = v^2/r$
6. #2 and #5 of Chapter 19
7. #1, #3, and #4 of Chapter 25

Procedure:

Read the assignment paying particular attention to the study questions
and/or guide handed out for each chapter.
Read extra reading in class from books available there.
View and study in class any AV-material available.
Work through experiments in class and turn in experiments written up by the
procedure to be given.
Work through study tests until you can make (out of 10):   100 for A
                                                            90 for B
                                                            80 for C
Turn in homework (including problems and questions, projects, and experiment
write ups) at the end of the chapter and before going to the next chapter.
Use loose-leaf notebook paper, not paper torn out of notebook.

Research Paper:

A research paper is due from all students. The following is required:
    C—at least 2 pages and 2 references
    A or B—4 to 6 pages and at least 5 references
The following schedule is to be followed:
    January 7—topic due
    February 4—list of references due
    February 18—outline and at least one notecard from each reference due
    March 11—paper due

DATES	CHAPTER	EXTRA READING			AV-MATERIAL			COMPUTER MATERIAL			EXPERIMENTS			PROBLEMS & QUESTIONS			TESTS			CHAPTER TEST
		C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	
1	1	Mod. Phys. pg.653:8,9, 12,13,14	Mod. Phys. 5 Concepts pg. 19:App Calcu.											1,5,9,13,17 21,25,29,33 R:1,5,9 Q:2	3,7,11,15, 19,23,27, 31 Q:3	R:3,7 11	1,2, 5 3,4			
1	2	Mod. Phys. pg. 39:Th. Prob. Thru pg.671: Fund.&Der. Units						9 19A & B	10?		E1			1,5,9 R:1,5,9,13 Q:1,2,7,8,9 10	3,7,11	R:3,7,1,2 11				1
1	4				3A,			19C			P1			1,5 R:1,5,9, 13 Q:1,2,3,4	3,7 Q:5,6	R:3, 11	1,2			1
2	5				10D			8E,21L, 21K(T)			P2			1,5,9,13,17, 21,25 R:1,5, 9,13 Q:1,5, 6,7,8	3,7,11,15, 19,23,27	R:3,7,1,2 11				1
2	3	Mod. Phys. pg. 43-50: 3.1-3.4			3A,3B 10B,9D			16(T) 17(T) 21A(T)			P2	P3		1,5,9,13,17, 21,25,29,33, 37,41 R:1,1, 9,13,17	3,7,11,15, 19,23,27, 31,35,39 Q:3	R:3,7,1,2, 11,15 3				1
1½	6				9B(omit 28-36) 2			20A&B		5	P4	E6		1,5,9,13,17, 21 R:1,5,9, 13 Q:1,2,3, 7,8,10	3,7,11,15, 19	R:3,7,1,2 11				
1½	7				10C			1B,8A						1,5,9,13,17, 21 R:1,5 Q:1,3,5,6	3,7,11,15, 19	R:3,7 1,2				1

DATES	CHAPTER	EXTRA READING			AV-MATERIAL			COMPUTER MATERIAL			EXPERIMENTS			PROBLEMS & QUESTIONS			TESTS			CHAPTER TEST
		C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	
$1\frac{1}{2}$	8	Concepts pg. 136-148			9B (28-36) 9A(-26)	9A(27)		21B(T), 21H, 21F(T)			E3	P5		1,5,9,13,17, 21 - R:1,5,9, 13 0:1,2,3,6	3,7,11,15, 19,23	R:3,7 11	1,2	1	3	
$\frac{1}{2}$	9													1,5 R:1;5 Q:1,3,5	3,7	R:3	1	1		1
$\frac{1}{2}$	10				Mod. Phy. 109-13	9C					E4			1,5,9,13,17 R:1,5,9 Q:3	3,7,11,15 19	R:3,7	1			))))
1	11				Concepts 86-90	10A	4,5	21C,21D, 21E,21G (A11 T)			E5&6			1,5,9,13,17, 21 R:1,5,9, 13 0:1,3,5,6	3,7,11,15, 19,23	R:3,7,1,2, 11				))) 1
2	12				14A&B			1C,1D,21 H(T),21 N,211(T) 21J(T) 22C(T) 22D(T) 8B,8F						1,5,9,13,17, 21,25,29 R:1,5,9,13 0:1,2,6,8,9	3,7,11,15, 19,23,27	R3,7 11	1,2, 3			
$\frac{1}{2}$	13							14D						1,5, R:1,5,9 Q:2		R:3,7	1	2		1
$\frac{1}{2}$	14				14C									1,5	3		1			
1	15							22&D(T) 22A&B(T) 22P						1,5,9,13,R:1 5,9 Q:1,4,6	3,7,11,15 Q:7	R:3,7,1 11				1

DATES	CHAPTER	EXTRA READING			AV-MATERIAL			COMPUTER MATERIAL			EXPERIMENTS			PROBLEMS & QUESTIONS			TESTS			CHAPTER TEST
		C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	
2	16		Mod.Phy. 249-275		11B,C 15C,	11A		15A,B, C,D,E, F,22E& F(T)						1,5,9,13,R 1,5,9,0:1-4,12,27,29	3,7,11 Q:13-15	R:3,7	1,2 3			
1	17				11C									1,5,9,R:1, 5,9,13,0: 1,3,6-9	3,7,11	R:3,7, 11,15	1,2			1
1	18				22G&L (T)									1,5,9,R:1, 5,9,0"1-4 7-9	3,7	R:3,7, 11	1,2			
1	19				15A			22G&0 (T)						1,5,9,13,17 21,R:1,5,9, Q:1-5,11-14	3,7,11 15,19,23 0:9	R:3,7, 11	1,2			1
1	20													1,5,9,R1,5,9 0:1-3,6,7	3,7	R:3,7, 11	1	2		1
1	21				15L									R:1,5,0:1-6,8	3;0:7		1			1
1	22				12A,1 C,1			22M(T)						1,5,9,P:1, 5,9,0:1,2 4-6,8,10,11, 14	3,7,11	R:3,7, 11	1,2			
1	23													1,5,9,13, 17,21,25, 29,R:1,5,9, 13,17,0:1, 2,4,5	3,7,11, 15,19,23, 27	R:3,7, 11,15, 19	1,2			1

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DATES	CHAPTER	EXTRA READING			AV-MATERIAL			COMPUTER MATERIAL			EXPERIMENTS			PROBLEMS & QUESTIONS			TESTS			CHAPTER TEST
		C	B		C	B	A	C	B	A	C	B	A	C	B	A	C	B	A	
2	24						₀	22I,J, K,L(T)						1,5,9,13 17,R:1,5,9, 0:1,3,5,6,9	3,7,11, 15,19	R:3,7, 11	1,2			
1	25				12F						P7			1,5,9,R:1 5,9,0:1,2, 4,5,9,10, 12-14	3,7,11	R:3,7, 11	1,2			1
1	26				12G	12D								1,5,9,13 R:1,5,9,0: 1-3,8,13	3,7,11, 15,0:12	R:3,7	1,2	3		
1	27			Mod. Phy. 51 580			13A, B,C, D,F				L7			1,5,0:1,2, 5,8	3,7,11, 15,19	R:1,5, 9	1,2	3	4	1
1	28				15BE D,6,7			22E						9:1,2,4,8	1,5,9 R:1,5	3,7,11 P:3,7	1,2	3		
1	29				1,16A, D									1,5,R:1,0: 2-6	3,7,11, 0:7-10	R:3,5, 9,13	1,2	3		1
1	30				16B,D E,F,G H,& 8						F8			1,5,9,13, 17,R:1,5, 9,0:1-3,5 -7,10,13, 14	3,7,11, 15,19	R:3,7	1,2			

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